



Access to technology is the main driver of change in the Pacific and we are struggling, with our children, to keep up. To survive we have to take time to reflect upon our experiences, learn from them, adapt. It doesn't mean that our values and way of life changes. But, it may give us opportunity to look at things from new perspectives and change how we communicate and relate to each other. Evaluating our situation is the first step in learning to adapt to change.

What did they think?

Assessment of the outreach from our participants' perspectives

GROUP	WAS THE PRESENTATION RELEVANT TO ME AND MY NEEDS?			WAS THE INFORMATION PROVIDED HELPFUL TO ME AND MY NEEDS?			WAS THE LENGTH OF PRESENTATION GOOD?			I LEARNED SOMETHING FROM TODAY'S PRESENTATION			THE PRESENTER(S) AND/OR PRESENTATION WERE EFFECTIVE			DID YOU FEEL SAFE SHARING INFORMATION IN TODAY'S SESSION?		
	SA	A	D	SA	A	D	SA	A	D	SA	A	D	SA	A	D	SA	A	D
Petesa 1 n=65	43	22	0	38	27	0	41	22	2	50	13	2	44	20	1	36	25	4
Petesa 2 n=66	45	20	1	44	20	2	35	29	2	42	21	3	44	18	4	37	26	3
Afono 1 n=67	55	11	1	52	14	1	49	17	1	46	20	1	52	14	1	51	15	1
Afono 2 n=30	28	1	1	26	4	0	27	3	0	25	5	0	26	3	1	29	1	0
Onoea n=33	33	0	0	33	0	0	30	3	0	33	0	0	31	2	0	29	3	1
Tula n=44	41	3	0	37	5	2	33	8	3	39	4	1	41	3	0	41	3	0
Fagali'i n=75	59	15	1	64	11	0	49	24	2	55	16	4	60	14	1	56	18	1
TOTAL * N=380	304	72	4	294	81	5	264	106	10	290	79	11	298	74	8	279	91	10
%	80	19	1	77	21	1.3	69	28	2.6	76	21	2.9	78	19	2	73	24	2.6

*Note: not everyone who completed the evaluation forms registered at the beginning of the outreach so the number of responses here is greater than the total number of participants reported on page 2. Many who arrived late may not have registered but stayed through the end which enabled them to complete an evaluation form.

KEY: SA = Strongly Agree A = Agree D = Disagree

Six performance domains are addressed:

1. Relevance of the outreach to participant experiences
2. Helpfulness of the outreach content
3. Acceptable length of the activities
4. Individual learning achieved
5. Effectiveness of the facilitator
6. Establishment of a 'safe space' in which to participate

Relevance - Talafeagai

The relevance of the outreach indicates the significance it has for the participant (Collins Dictionary), and the appropriateness of the content to the participant's experience (Oxford Languages). **99% of participants reported that the presentation is relevant to what they need in life now.**

In hindsight, it would be useful to ask what parts of the presentation they considered relevant, how they are relevant, what needs are being addressed. As surveys usually do, they present more questions than answers. It may justify the need to conduct focus groups with these participants.

Mrs. Matautia recalls participants mentioning that they can understand, reflect, and ask questions when facilitation is done in Samoan. 90% of the open discussions were conducted in Samoan, and most of the power point slides include a Samoan language version. The power point slide is considered useful in '*guiding the discussion*', but the facilitator did not rely on the slides to direct conversation. As participants responded to the facilitator's questions, they exchanged ideas, through 'heated discussions' in some cases. This level of engagement supports the 99% relevance level.

Helpfulness - Loto Fesoasoani

Helpfulness, or the 'quality of giving help' (Oxford Languages) indicates that the outreach activity and content addressed a need for help experienced by 98% of participants. It also validates the Alliance's ability to provide help. Again, in hindsight it would be useful to understand what needs were addressed, and how the outreach accomplished this.

Length of the outreach - Taimi

The Alliance had, on most occasions, a minimum of two hours in which to engage the community. 97% of participants agreed that the length of the outreach was 'good'. All sessions were held on Sundays after formal church services. In a Samoan village church community, the congregation may spend the entire day at the church immersed in social and religious activities. So, participants may hold a level of expectation regarding Sunday church schedules - time may not be as important because they've already committed the use of their time in this way. The duration of the outreach was acceptably long as it needed to be.

Learning achieved - Aoaoina

97% of participants agreed that they learned something during the outreach. Unfortunately, pre-post knowledge or skill assessments were not conducted. However, considering the time limits, unstructured flow of information through talanoa, preferred Samoan learning modalities (oral vs. written), a formal written assessment would not reflect learning achieved in its entirety. Often, what a participant leaves the outreach with, what is imprinted on their psyche is not easily translated verbally. For example, Mrs. Matautia recalls that translating words related to 'wellness' and 'self-care' were difficult to translate from English to Samoan. However, verbal feedback from participants reveal that the wellness exercises were the most popular activities in the outreach! They thought it was 'new', and they learned that music - listening to an Alliance staff member play the flute - which helps one to relax, feel less troubled, is an exercise in self-care. They were able to associate the activity with the concept. They also learned that these skills - the capacity to self-soothe, reduce anxiety, create calm environments - require few, if any, resources outside of what is already available to participants in their homes and churches.

Effectiveness of Presenter and/or Presentation

An effective presentation meets its objectives. The objective was to engage the community in discussions about bullying behavior in safe spaces and 97% of participants agree. This was achieved in nine church communities between 2022-2023. The content and facilitation tools should be relevant to the audience members and useful considering their needs and requirements⁴. 98% of participants agree that this was achieved.

Professional presenters also suggest that it is important for facilitators to 'speak the language of the audience', use culturally appropriate and relevant examples, use meaningful words in short sentences⁵. As discussed in the 'Relevance' section above, the facilitator is fluent in the Samoan language and spoke it during 90% of each outreach.

Feeling Safe

A 'safe space' is a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm (Oxford Languages). Creating a safe space in which to engage the community is a key component of the project. To engage with each other fully and freely, participants need to feel that the environment is free of judgement and potential for harm. 97% of participants report feeling safe during the outreach. Ten participants disagreed, and of those, seven attended the outreach in Petesa 1 and Petesa 2.

Although the number who disagreed represent less than three percent of the total participants, it is a cause for concern because the principle, 'do no harm', is a primary goal of prevention. Further investigation into this assessment result is warranted.

⁴ Nickols, F. (2003). Effective Presentations. Retrieved 8/9/23 from nickols.us

⁵ <https://www.cbs.de/en/blog/15-effective-presentation-tips-to-improve-presentation-skills/#:~:text=It%20is%20especially%20important%20that,%2C%20empty%20phrases%2C%20and%20click%3%A9s.>